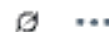


Exhibit 5

**Christopher F. Rufo**

@realchrisrufo



The Department of Education has granted more than \$200 million to 21 "comprehensive centers" that push left-wing ideologies in local districts. They believe America's schools are systems of "institutionalized privilege" and that there are too many "White students" in STEM.



Designing for Diversity Part 1 Where is Equity and Inclusion in Curriculum Design?

The National Comprehensive Center

The National Comprehensive Center (NCC) is one of 20 technical assistance centers supported under the U.S. Department of Education's Comprehensive Centers program from 2019 to 2024. The NCC focuses on helping the 19 Regional Comprehensive Centers and state, regional, and local education agencies throughout the country to meet the daunting challenge of improving student performance with equitable resources.

Teachers work to modify and adapt curriculum materials to their students, retrospective evaluations or edits to standardized materials may not fully reframe the curriculum to acknowledge the complexity of diversity, equity, and inclusivity, and instead maintain assumptions all students are essentially the same (e.g., Santibañez and Fagioli, 2016). Such assumptions of sameness may result in the proliferation of social and racial inequities (McLaren, 1999; Willis, 1977) socialize students with implicit, inaccurate messages and expectations that portray race, class, gender, and roles as separate from equity and inclusion in classroom learning environments (Wren and Penna, 1983; Wren, 1999; Gatto, 2002; Apple, 2018). For example, adaptations to STEM+CS curriculum materials that highlight White male figures in STEM+CS fields implicitly teach STEM+CS does not include people of color or women. Furthermore, retrofitted curriculum materials often tack on activities or teaching practices that are deemed equitable without proper anchoring into the social and learning context and/or student needs and strengths. Because such activities and practices tend to be disjointed from the design elements of the curriculum, they are omitted from instruction. As Hitchcock et al. (2002, p. 8) noted, "Even when publishers routinely include techniques for diverse learners, the writers seem to consider those diverse

What is Equity and Inclusion in Curriculum Design?

Addressing inequities by minimizing the presence of marginalized groups and maintaining existing beliefs and beliefs to take the pressure off the need for change (Ahmed, 2007). For example, simply increasing the number of different racial groups represented in a school may falsely convey that individuals from historically marginalized groups are meaningfully included in the practices of the school. Understanding diversity requires understanding how different groups within different contexts experience the educational system. For example, schools with higher proportions of students of color are less likely to provide advanced STEM+CS courses, and in schools where they are offered, the courses are disproportionately populated with White students (Sawchuk, 2018). Responding to diversity includes (a) acknowledging the presence of individuals and/or groups that do not have social power, prestige, or institutionalized privilege; (b) developing an understanding of their marginalization; and (c) actively working towards creating equitable and inclusive experiences and opportunities for them.

Design Guideline 6: Cultural Sensitivity

Materials should include diverse experiences and perspectives. Learning experiences should acknowledge stereotypes related to gender, race, ethnicity, socioeconomic status, religion, or

Attention to issues such as gender, race, socioeconomic status, geography, and political ability

Contexts that are inclusive and not marginalizing to particular groups

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1.4K



5.1K



560



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